

# INSPECTION REPORT

## **MILTON CofE (VC) PRIMARY SCHOOL**

Milton, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110792

Headteacher: Mr T Gillmore

Reporting inspector: D Nightingale  
18911

Dates of inspection: 11<sup>th</sup> - 12<sup>th</sup> November 2002

Inspection number: 247051

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	infant and junior
School category:	voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Humphries Way Milton Cambridge
Postcode:	CB4 6DL
Telephone number:	01223 508783
Fax number:	01223 712280
Appropriate authority:	governing body
Name of chair of governors:	Mr D Lee
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18911	Mr D Nightingale	Registered inspector
9306	Mrs B Moore	Lay inspector
18344	Mr D Earley	Team inspector
32282	Mrs L Holbrook	Team inspector

The inspection contractor was:

Lincolnshire Education Associates

The Innovation Centre  
Europarc  
GRIMSBY  
North East Lincolnshire  
DN37 9TT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10 - 16</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16 - 17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18 - 22</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is for children aged 4 to 11 and is bigger than most primary schools. There are 404 children on roll with approximately equal numbers of boys and girls. The school is located in the village of Milton which has grown significantly over the past 10 years to meet the housing demands in Cambridge. Information from statistics available indicates that, when children enter the school, their overall attainments are better than most children of their age. Four per cent of children are eligible for free school meals; this is below the national average. There are 46 children identified as having special educational needs; this is below the national average. Two children have statements of special educational needs and this is below average. About eight per cent of children of children come from families of ethnic minority groups and 13 children speak English as an additional language.

### **HOW GOOD THE SCHOOL IS**

This is a very good school providing a very good quality of education for all of its pupils. The outstanding leadership of the headteacher and the very strong commitment and high expectations of all the staff, together with very good support from the governing body and the parents, contribute to the school's success. Relationships throughout the school are very good; children behave very well and have very positive attitudes to learning. Good, and often very good, teaching contributes to the high standards pupils attain in the core subjects by the time that they leave the school at the age of eleven. The school gives very good value for money.

#### **What the school does well**

- By the time they leave the school, children consistently attain standards that are well above the national average in English, mathematics, science and information and communication technology (ICT). Boys attain standards that are much higher than boys do nationally;
- Very enthusiastic attitudes towards school mean that children work very hard, behave very well and accept responsibility for their work and behaviour;
- The headteacher's outstanding leadership is supported well by a very good management team and a very well organised and effective governing body;
- The use of interactive smartboards supports teaching of high quality and enhances children's learning;
- A very well planned, broad, balanced and enriched curriculum helps children achieve high standards;
- Procedures and strategies for encouraging children's personal and social development are very good and provide a very good system for children's welfare.

#### **What could be improved**

- Explicitly stating the criteria by which targets in the school development plan will be evaluated for their effect in raising standards and improving the quality of education;
- Completing the writing of the policy for social inclusion as recommended.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in January 1998 it has made good progress in addressing the issues raised and in maintaining the identified strengths of the school. Although there have been many changes of teachers since 1998, the quality of teaching has not only been maintained but improved. The high academic and social standards have been maintained and the school continues to be very successful in national tests. Standards in information and communication technology (ICT) have improved with some of the work seen being well above national expectations. The issues raised at the last inspection have all been successfully achieved. The policy for children under the age of five takes account of the required learning targets and incorporates the changes brought about by the introduction of the Foundation Stage Curriculum. Library facilities for the youngest children are good. Very good assessment procedures for ICT have been introduced and these are now being reviewed to take account of recent developments in the school. There are positive links with parents with good means of communication. Some information provided for parents is of very high quality.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	B
mathematics	A	A*	A	B
science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children under five come into school with attainment that is generally better than expected for their age. Throughout the school the good teaching they receive means that children continue to achieve well so that they consistently attain high standards in the national tests for seven- and eleven-year olds. The school consistently meets the targets that it sets for itself so that improvements each year are at least as good as the national trend. By the time that children leave the school at the end of Year 6, standards are consistently well above the national average in English, mathematics and science. When compared with similar schools standards in 2002 were above the average for these schools in all three subjects. In 2001, standards compared to similar schools were well above average in English, mathematics and science. Minor variations from year to year reflect the different size and range of abilities in each cohort. A significant contribution to the high standards is the attainment achieved by boys who attain results well above the national average for boys. In the 2002 tests for seven-year-olds all children achieved the level expected for their age. This result was very high compared to the national average and placed the school in the top five per cent of schools nationally.

Good support for children with English as an additional language means that most of these children achieve their academic potential. Children with special educational needs make good progress and work at levels at or close to those expected for their age. Standards in ICT are well above national expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children have very positive attitudes to their work. They are interested in what they do, very willing to answer and ask questions and to be involved in all activities. They are keen and eager to come to school
Behaviour, in and out of classrooms	Very good. Children respond well to the high expectations of good behaviour. They behave very well in lessons and around the school. They are polite and well mannered.
Personal development and relationships	Very good. Relationships between children are very good. They willingly accept responsibility for tasks in class, around the school and in organising their own work.
Attendance	Excellent. Attendance is very high compared to the national average.

This is a very positive feature of the school. The very good relationships between children, their positive attitudes and their very good behaviour reflect the school's values well. Children co-operate willingly with one another, listen carefully and behave with consideration towards each other. They enjoy coming to school and their very positive attitudes to their work make an important contribution to the standards they attain.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good and often very good enabling pupils to consistently achieve high standards. In the 36 lessons seen there was no unsatisfactory teaching. Three lessons seen were satisfactory and of the others there was almost an equal number of very good and good lessons, except for one lesson, which was excellent. This is an improvement since the last inspection. Teaching of mathematics and English through the effective use of the National Literacy and Numeracy Strategies is consistently good across the school. Teaching is significantly enhanced by the use of interactive smartboards. These considerably improve the quality of presentation of work, help to keep a brisk pace to lessons and motivate children to participate more fully in lessons. Lessons are very well planned with teachers making effective use of their good subject knowledge to provide interesting work. High expectations ensure teachers provide challenging work that is suitably adapted to meet the needs of differing abilities within a class. Good day-to-day assessment of children's work means that teachers plan more effectively for the next lesson. Children with special educational needs have good individual education plans, which provide particular targets for them to achieve. Very good relationships between adults and children underpin the good management of pupils so that behaviour is always of a high standard. Support staff, particularly those working with younger children, are used effectively to help with children's learning.

Children's learning is good. They work at a good pace and use their previous knowledge well to help understand new work. As a result they acquire new skills well. They sustain good levels of concentration and interest in their work. Children understand well what they are doing and are expected to achieve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Well-planned, broad, balanced and enriched learning opportunities enable children to achieve high standards. A wide range of extra curricular activities including relevant visits and visitors is provided.
Provision for pupils with special educational needs	Very good. Provision meets the needs of children at the school very well. Good provision is also made for more able children;
Provision for pupils with English as an additional language	Good. Children learn English competently and are helped to achieve their academic potential.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for children's personal development is implicit within the day-to-day work of the school. They have many opportunities to accept responsibility and take initiative to help in the smooth running of the school. Children's spiritual awareness and understanding is encouraged very well.
How well the school cares for its pupils	Very good. The school provides sensitive support for pupils. All procedures are in place and implemented effectively to ensure that pupils are safe and well cared for in terms of both their academic and social needs.

The high standards achieved by children are based on a very well planned, broad and balanced curriculum. A wide range of extra-curricular activities, relevant visits and visitors who bring pertinent expertise to support work in classes enhance the curriculum. The school effectively ensures children are included in all activities. The school needs to draw together their good practice on inclusion in a policy document on social inclusion. Parents are well informed about the school, particularly the content of the curriculum.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership by the headteacher ensures a clear direction for the development of the school and promotes high standards. Well supported by a very good leadership and management team. Co-ordinators give a good lead to their areas of responsibility.
How well the governors fulfil their responsibilities	Very good. They are very supportive of school through very good organisation that makes it possible for them to be thorough in consideration of important decisions. Governors have a thorough understanding of the school's strengths and weaknesses which enables them to make a significant contribution to shaping the educational direction of the school.
The school's evaluation of its performance	Very good. The school monitors its work very well and uses the results of this very effectively to help improve teaching and raise standards.
The strategic use of resources	School makes excellent use of all resources available and thoroughly considers needs when deciding on significant financial spending. The school applies the principles of best value very thoroughly.

The overall leadership and management are very good. Clearly expressed high expectations lead to good teaching and high standards. Management of staff, including the regular monitoring and evaluation of their work in classes and children's attainments is very good, systematically organised and rigorously carried out. Decision making is based on thorough research and extensive consultation with staff and governors. Financial planning is very good and the school makes excellent use of all the resources it has available. The School Development Plan supports this process well but needs to include targets for all priorities and clearer success criteria, which focus on how the achievement of the target has contributed to raising standards or improving the quality of education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Expecting children to work hard and achieve their best;</li> <li>• The good leadership and management of school;</li> <li>• Their children enjoy school;</li> <li>• Good teaching;</li> <li>• The approachability of school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping them informed about how their children are getting on;</li> <li>• The way the school works closely with parents;</li> <li>• The provision of activities outside of lessons.</li> </ul>

Parents' very positive views are fully justified. Their support for the school helps their children achieve high standards through positive attitudes. The school works closely with parents, providing a very good range of information, including a very good website, and very good opportunities to meet with teachers each term. Parents find out how their children are getting on through parents' meetings, reports and the easy availability of teachers. There is a wide range of activities outside of lessons such as clubs and visits, including residential visits.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**By the time they leave the school children consistently attain standards that are well above the national average in English, mathematics and science and information and communication technology. Boys attain standards that are much higher than boys do nationally.**

1. Pupils consistently attain high standards in English, mathematics and science in the National Curriculum tests for eleven-year-olds. Since the previous inspection the school has maintained its high standards with test results improving each year at least in line with the national trend. The school's results compare very well with those of similar schools but variations that occur are attributable to the relative size of the cohorts in the year groups and the differing ranges of abilities. Boys' results in the tests, particularly English and mathematics are well above the average achieved by boys nationally. The percentage of children attaining the higher level, Level 5, is also well above the national average.
2. When children start school their overall attainments are generally better than expected of children of their age. They make good progress in the reception classes in all areas of the Foundation Curriculum. By the time they enter Year 1, the majority of children achieve standards of work that exceed the expectations of nationally recommended early learning goals. Most children copy words and short sentences accurately while the more able children rearrange words to form a simple sentence. At this early stage in the year children make good progress in developing their understanding of the relationship between letters and the usual sounds associated with them. Children count to ten accurately and explain why they sort objects by a given criteria. When carrying out simple experiments they explain clearly to their teacher what they have done.
3. By the end of Year 2, pupils attain standards that are consistently well above the national average. In the 2002 National Curriculum Tests all children attained at least the level expected for their age in reading, writing and mathematics. These results are in the top five per cent of schools nationally - an achievement of which the school is rightly proud. A well above average percentage of pupils also attained the higher level (Level 3) in reading and writing. The limited amount of work seen at this early stage of the school year also shows standards to be well above average.
4. By the end of Year 2, children read and write confidently. They make good use of different strategies such as letter sounds or the context of the story, to help them read unfamiliar words. The more able children read fluently and take good account of the punctuation to read with expression. Children's writing is well organised to reflect the type of writing such as writing a prayer, a set of instructions, a story or a poem. Sentences are usually written accurately with appropriate punctuation used most of the time. More able children improve their writing with well-chosen words, such as 'absolutely' or short sentences such as "I was just so stressed". Children who find writing more difficult begin to use punctuation correctly but not always consistently.
5. By the end of Year 6, standards in English are well above average. Good progress is sustained throughout the school as teachers have high expectations of what children will achieve. Targets for children to achieve are clearly displayed in each class and these help them to assess how well they are learning. Children enjoy reading. Older children talk knowledgeably about the

books they have read expressing preferences for different types and naming favourite authors. Children use their good knowledge of the library to locate books and research relevant information. Children's writing is coherent, well paced and most sentences are appropriately punctuated. Their choice of vocabulary is often adventurous. Writing is well structured with a clear beginning, middle and logical ending. The more able children write openings that capture the attention well and set their writing out successfully in paragraphs. They use speech marks successfully to develop the characters and the plot, such as when writing a modern version of the story of the Three Little Pigs.

6. The very effective implementation of the National Literacy Strategy supports the teaching of English well. Children are taught appropriate skills in a logical sequence. Teachers select texts for children to study with care so that they interest and motivate children, particularly boys.
7. All pupils develop a very good understanding of the full range of work expected in mathematics. Younger children develop numeracy skills well by the end of Year 2 and attain standards that are well above average. They accurately order numbers to 100 and select the appropriate process when presented with addition or subtraction problems. They have a good understanding of the properties of shapes and begin to use standard units to measure accurately. More able children work confidently with numbers to 1000 and add two-digit numbers confidently. All children work at a good pace and present their work clearly.
8. By the end of Year 6, children work confidently with numbers. They add, subtract, multiply and divide large numbers and calculate answers requiring knowledge of decimal fractions. Data is handled well with children interpreting information from a range of sources including pie charts and different forms of graphs. In looking at shapes, children accurately name different types of triangle such as isosceles, equilateral and scalene and describe their properties clearly. They measure angles accurately using a protractor. Although children work at the same topic, the more able are challenged with more complex problems.
9. Standards in science are also well above average by the time children reach the end of Year 6. They use the knowledge they acquire as they progress through school very effectively to help with new work. For example, in Year 4, good revision of previous work helped children prepare fair investigations into melting ice. By Year 6, children observe closely, predict sensibly and draw appropriate conclusions. They record these using diagrams and tables very effectively. The presentation of their results is of a high standard, particularly by the more able children.
10. Pupils use their literacy and numeracy skills well in other subjects. For example, they use their knowledge of writing styles to record interesting accounts of the Viking invasions of the monasteries. Pupils' capability and understanding of ICT is well above average. The daily use of ICT in lessons through the interactive smartboards gives children both familiarity with the programs, an understanding of the relevance of ICT in their lives and confidence to use computers. By Year 6, children confidently create their own multi-media presentations, draft their work sensibly, research information through Internet links and present their findings in words, pictures and sound. During the inspection there was too little time to look at the other subjects in detail, but standards are at least what are expected and in some lessons were above average.
11. A significant feature of the high standards achieved by the school is the high attainments of boys. These are well above the national average for boys exceeding national average performance by the equivalent of nearly a year in English and mathematics. Awareness that boys, nationally and regionally, do not do as well as girls, particularly in writing helps keep expectations of boys' performance high. This, together with good role models provided both in

and out of school helps give boys very positive attitudes towards school. Lessons are planned with an awareness of what will interest and motivate boys while ensuring that all the required work is covered. Using a range of forms in writing allows boys to express themselves in a way that they feel comfortable and carefully chosen reading material helps keep them interested. Good teaching that includes an awareness of the needs of all children, combined with positive teachers' attitudes, leads to boys consistently achieving high standards.

**Very enthusiastic attitudes towards school mean that children work very hard, behave very well and accept responsibility for their work and behaviour.**

12. Children's very positive attitudes to their work and their willingness to learn are significant factors in the high standards achieved by the school. They enjoy coming to school and their very high level of attendance ensures good continuity in their learning which is shown by the school's very good results in the national tests. Most are very enthusiastic about what they do and put a great deal of effort into their lessons. A good example of this was given by a group of children in Year 2 who commented: "we can't wait for maths every day". This enthusiasm is evident throughout the school. Teachers' good knowledge of the different subjects they teach helps them plan interesting and challenging work. They use this knowledge very well to give clear explanations and ask challenging questions. As a result older children enthuse about their work in history while the younger children join in enthusiastically with the actions for songs. The use of the interactive smartboards stimulates a high level of interest in the children who stated that "smartboards make lessons fun."
13. Children's very good behaviour reflects teachers' consistently high expectations of children. A feature of all lessons is the very good relationships between adults and children. This underpins the good management of pupils and creates a friendly, relaxed and welcoming atmosphere in school. Consequently children are confident to give answers, explain their work, offer suggestions and ask questions, as they know their teachers will value their responses. In Year 2, for example, after listening to the *Surprise Symphony*, children confidently gave their impressions of the music. Boys in particular respond well to this open approach as they confidently make pertinent comments in lessons. A good example of this occurred in Year 6 when a boy who was unsure of a mathematics task asked his teacher politely and confidently to explain the work further. Children listen attentively to their teachers and to other children. They answer questions sensibly and raise queries politely when appropriate. Children settle quickly to their tasks, work very purposefully and sustain their concentration very well. When moving around the school they do so in a well-organised manner. Children open doors for adults naturally.
14. Children's personal development is very good. They respond very well to high expectations placed on them to behave well and to accept responsibility for their actions. Children work well with one another, sharing resources when necessary and discussing ideas when relevant. They respect each other's opinions but offer pertinent comments in class discussions, such as in a discussion on evacuees in a history lesson with the older children. Each year children work with their teacher to draw up a class Code of Conduct that they all follow sensibly. All children take responsibility for fetching or returning resources in their classroom and older children willingly accept responsibilities for tasks around the school. They particularly like helping teachers of younger children prepare for lessons.

**The headteacher's outstanding leadership is supported well by a very good management team and a very well organised and effective governing body.**

15. One of the main reasons for the consistently high standards achieved by the school is the excellent leadership provided by the headteacher. At a time when there has been a large turnover of staff the headteacher has maintained high expectations of everyone and provided the stability and continuity that has given clear and purposeful leadership. These clearly expressed high expectations lead to good teaching and high standards. This clarity of purpose ensures that the school's values are reflected very well in its day-to-day work. This results in pupils striving to achieve their best and trying to do better. Decision making is based on thorough research and extensive consultation with staff and governors.
16. A very good leadership and management team support the headteacher very well. By clearly defining their roles the headteacher has provided the means for them to fulfil the responsibilities very effectively. Together with the headteacher they ensure that the management of staff, including the regular monitoring and evaluation of their work in classes and children's attainments is very good, systematically organised and rigorously carried out. The headteacher's support means that co-ordinators provide good leadership to their areas of responsibility. They regularly lead developments in their subjects, ensure assessments, including teachers' marking are relevant and useful, review planning and monitor children's work. Together they ensure that the school continues to maintain the high standards it sets itself.
17. By working closely with the governing body the headteacher helps it to be a very well organised and effective governing body. A very effective committee structure allows the governing body to be thorough in its consideration of important decisions. They appreciate the very good detailed reports they receive from the headteacher and key staff and use these sensibly to help develop their very good knowledge of the school. Consequently they have a thorough understanding of school's strengths and weaknesses which enables them to make a significant contribution to shaping the educational direction of the school. Financial planning is very good and the school makes excellent use of all the resources it has available. Very careful consideration is given to significant expenditure and the school applies the principles of best value to purchases very thoroughly. Taking account of the high standards achieved and the very good quality of education provided the school provides very good value for money

**The use of interactive smartboards supports teaching of high quality and enhances children's learning.**

18. The overall quality of teaching is good, and in many lessons it is very good. Good lessons were seen across the school and there was no unsatisfactory teaching. Thirty-two lessons were good or very good, of which fifteen were very good. One lesson was excellent. The remaining three lessons were satisfactory. This is an improvement since the last inspection when there was a very small proportion of unsatisfactory teaching and the proportion of very good teaching was lower. Mathematics and English teaching is consistently good across the school and the National Literacy and Numeracy Strategies have been used to good effect. Teaching of children under the age of five was very good. This good quality teaching is a major factor in the high standards pupils achieve.
19. The use of interactive smartboards significantly enhances the quality of teaching. Teachers plan the use of these carefully with the result that the presentation of work during lessons is of a very high standard. For example, the pictures and charts used to illustrate a history lesson on the Vikings were very good and the use of a *power point* presentation brought the lesson to life. All classes display the lesson's learning objective clearly so that it can be shown throughout the

lesson or when needed. This helps focus children's attention on what it is they are learning. Teachers use the boards very well to illustrate their explanations. Several good examples of this were seen, such as in Year 4, showing how fractions make up a whole number or, in Year 6, exploring the word roots of compound words. These well-illustrated explanations considerably helped children with their learning. The instant recall that the smartboards allow means that lessons proceed at a good pace. A good example of this was seen in a science lesson when children revised the properties of materials effectively with each page being quickly displayed, suitably discussed and children's conclusions reinforced by the visual presentation. The accessibility of different media to enhance presentations also helps keep a brisk pace to lessons. The ability to switch quickly from a text screen to illustrations to a video is a significant feature of using the boards. Children improve their skills in ICT when they help use programs on the smartboard. This varies from knowing how to operate a presentation to manipulating the program to solve problems such as measuring angles. The youngest children operate the boards with confidence and suitable programs, such as looking at patterns, help improve children's understanding.

20. Teachers plan their lessons very well. What children are expected to learn is clearly stated and usually projected on the smartboard. The plans provide a detailed structure for the lesson so that they proceed at a good pace and contain a good balance of activities. This careful planning includes devising and selecting programs for use on the smartboards. Planning shows how work will be extended for the more able and adapted for those who need extra support, including those with special educational needs. Effective use is made of support staff to help with children's learning. Planning clearly identifies how these support staff will be used to help children, particularly those with special educational needs. A successful example of the effective use of support staff was seen in a Year 2 mathematics lesson when the assistant encouraged a group of children who found the task difficult to answer questions involving ways of adding two or more numbers. The high expectations of what children will achieve ensure that they have challenging and interesting work that is well matched to the different levels of children's attainments. The detailed planning is influential in ensuring children achieve high standards.
21. As a result of the good teaching they receive children make good progress and learn well. They understand well what they are expected to learn and know what tasks they have to do. Children work at these tasks with confidence, quickly and with good levels of concentration. Children use their previous knowledge well to help understand new work, for instance in an ICT lesson children used knowledge of how to insert an image into a page to help further develop their understanding of the use of multi-media programs. They give thoughtful and considered answers to questions. As a result they acquire new skills well. Their high level of motivation helps them sustain good levels of interest in their work. Children understand well what they are doing and are expected to achieve.

**A very well planned, broad, balanced and enriched curriculum helps children achieve high standards.**

22. The curriculum is very well planned and gives due importance to developing literacy and numeracy skills as well as ensuring that all the requirements for teaching the National Curriculum and religious education are met. The National Literacy and Numeracy Strategies have been successfully implemented. The school makes good use of national guidance in its planning. The curriculum is enhanced by extending children's experience of language through lessons in French. Good provision for personal, social and health education is also planned into the timetable. As a result the school provides a broad and balanced curriculum, which lays the

foundations for the high standards children attain and prepares pupils well for the next phase of their education.

23. With the help of staff, parents and volunteers, the school provides a wide range of extra-curricular activities that enrich the curriculum. These include netball and football, choir, glockenspiel club, book club, construction club, recorder groups, Jesus and me club, games club and reading club. The school also makes facilities available for children to pay outside agencies for coaching in football, singing and dance. Good use is made of a wide range of visits to extend children's learning. The recent visit to Stibbington gave children the opportunity to experience life during World War II. They used this understanding very well in later history lessons. Other recent visits include places such as the Fitzwilliam Museum, Banham Zoo, Wicken Fen, Wimpole Hall and the Dinosaur Park. Older children have the opportunity to take part in residential visits to local centres at Burwell and Grafham Water. In order to support its work in the curriculum the school welcomes a wide range of visitors such as orchestras, theatre groups, history re-enactment groups as well as local doctors and scientists.
24. The school has good links with the community, which enhance children's learning. Children visit the local church and local clergy come into school to take part in worship. Students from local colleges help with science lessons. Older children regularly visit a local old peoples' home to sing to them and to talk and play games with them. There are also good links with the local playgroup to help children when they start at school. Links with the local secondary school are good, particularly in their provision of a member of staff to teach French throughout the junior department.

**Procedures and strategies for encouraging children's personal and social development are very good and provide a very good system for pupils' welfare.**

25. The school makes very good provision for children's personal and social education. It is implicit within the day-to-day work of the school. It provides many opportunities for children to learn how to accept responsibility and prepare themselves for adult life and citizenship. For example, older children have responsibilities in the playground to help look after younger children. Children from Year 6 help teachers in all classes to prepare for the afternoon lessons. Children in all classes have tasks, such as taking registers to the office, that help with the smooth running of classes and the school. A School Council, to provide an avenue for children's views, is being trialled in one class. Sex education and education about the use and misuse of drugs is part of the school's personal, social and health programme. Provision for social development is also very good. A caring atmosphere helps children feel confident to raise concerns or worries with their teacher. Children's concerns are managed sensitively. Some members of support staff have been trained in appropriate social and behavioural management skills. Personal and social education lessons address children's growing social awareness through a range of activities such as *Circle Time* and *Star of the Week*.
26. The school provides very well for the development of pupils' spiritual, moral, and cultural education. There is a positive Christian ethos in this church school. Spirituality is promoted effectively through assemblies, religious education lessons, and personal and social education lessons and in other lessons such as science where children experience a sense of awe at the world around them. The school ethos provides a strong moral foundation in which children are encouraged to respect adults and strive to achieve their best. A good, clear statement on behaviour supports the school's values well and underpins the school's high expectations of children. Pupils are involved in drawing up their class Code of Conduct and this helps them manage their own behaviour. Parents expressed strong support for the values promoted by the

school. The understanding of the cultural diversity is taught successfully through the curriculum. Visits, like the visit to Cambridge Folk Museum, and lessons such as history, teach children about their rich cultural heritage. Children gain an understanding of cultural diversity through, for example, religious education lessons where they study the traditions of different faiths or in their study of other countries in geography.

27. Welfare arrangements for children are very good. Child Protection procedures are very well organised and all staff are aware of the importance of these matters. The co-ordinator ensures that all new staff are suitably briefed as part of their induction programme. Health and safety procedures are carried out thoroughly and supported by visits by relevant governors to conduct appropriate audits. Fire drills are conducted each term and the accident book maintained and reviewed regularly. Children's behaviour is monitored thoroughly and any concerns are raised at weekly meetings of relevant staff.

## **WHAT COULD BE IMPROVED**

**Explicitly stating the criteria by which targets in the school development plan will be evaluated for their effect in raising standards and improving the quality of education.**

28. A good School Development Plan is produced annually to identify the main priorities for the year and give direction to the school's further development. It gives a very clear statement of intentions and priorities for the year within a three-year set of overall targets. The principal targets for the year underpin decisions made about the allocation of finances. All the targets are appropriate and related to educational developments where relevant. Co-ordinators make an important contribution to the curriculum targets providing a detailed action plan for their area of responsibility. These support the school's main priorities well. These plans not only identify appropriate priorities but also indicate how, when and at what cost they will be achieved. Some priorities in the School Development Plan, particularly those concerning the premises, do not benefit from the support of similarly clear action plans to show how the priority will be achieved and evaluated.
29. Although the School Development Plan includes criteria for judging the success in achieving each target they focus too much on the completion of the task. The criteria do not make a clear statement as to how the successful completion of a target will be evaluated to show how its achievement contributed to raising standards or improving the quality of education. For example, a target to write a policy statement has the completion of the policy as the criteria for success rather than identifying ways in which the success of implementing the policy can be judged.

## **Completing the writing of the policy for social inclusion as recommended;**

30. The school has a clear understanding of how to ensure inclusivity for all and puts this into practice effectively. It is very successful in ensuring that all children have equal access and opportunity to succeed in all subjects and that the curriculum meets the needs of all pupils. The school has relevant policies to ensure that the interests, needs and aptitudes of children are met. These include policies for equal opportunities, special educational needs, more able children and racial equality. They recognise the need to encapsulate their good practice into an overall policy document for social inclusion as recommended nationally.
31. The good practice includes provision for children with special educational needs which is very good and well organised. It meets the needs of the children in the school very well. A



knowledgeable and experienced co-ordinator has a very clear understanding of the needs of pupils and the school. She works hard to support teachers, pupils and parents. Good screening procedures using teacher assessment and relevant tests identify those children who need extra support. Good individual education plans are written for those children on the special educational needs register. These clearly identify what skills children need to develop each term. Teachers' lesson planning identifies how tasks will be adapted to meet the needs of the children who need additional support. Learning support assistants support children with statements of educational needs well as do those assistants who give more general special needs support. The advice and support from the local education authority support service is used very effectively to help children make progress. Some children make sufficient progress that means that they no longer need additional support as they achieve the standards expected for their age.

32. Good provision is made for more able children. A good policy is effectively implemented to ensure relevant children are identified as soon as possible. A register is kept of those children judged to more able identifying the area in which they have particular ability. Teachers' planning clearly identifies how these children will be provided with work that gives additional challenge. Children are also provided with projects to develop at home. A group of able mathematicians attend a weekend class in Bedford once a month.
33. Children who enter the school with English as an additional language receive good support. Many of these children come from European families who are familiar with English. The school builds well on this, encouraging parents to help in school while their children settle and learn sufficient vocabulary to cope independently. The Multi-cultural agency of the local education authority provides good support and advice. This enables learning support assistants to work with the children to develop their English. Careful analysis is made of children who speak English as an additional language so that their academic potential is identified in order to help them achieve it. Test results show success in this with identified children achieving the expected levels in national tests.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

34. In order to maintain its high standards and pursuit of relevant improvements the school should:
  - Include in the School Development Plan each year specific criteria for judging the effectiveness of targets in helping raise standards and improving the quality of education;
  - Complete a policy for social inclusion to reflect the good practice that takes place in school.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	17

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	17	3	0	0	0
Percentage	3	42	47	8	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	404
Number of full-time pupils known to be eligible for free school meals	0	10

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	46

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	13

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	18

### *Attendance*

<b>Authorised absence</b>	%
School data	3.2
National comparative data	5.6

<b>Unauthorised absence</b>	%
School data	0.2
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	24	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	36	36	36
	Total	60	60	60
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	36	35	36
	Total	60	59	60
Percentage of pupils at NC level 2 or above	School	100 (96)	98 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	26	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	26
	Girls	16	15	16
	Total	39	39	42
Percentage of pupils at NC level 4 or above	School	89 (94)	89 (97)	95 (99)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	17	15	17
	Total	39	37	40
Percentage of pupils at NC level 4 or above	School	89 (94)	84 (93)	91 (99)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	208	0	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	101	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.1
Number of pupils per qualified teacher	24.2
Average class size	27.8

#### **Education support staff: YR– Y6**

Total number of education support staff	12
Total aggregate hours worked per week	184

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001 – 2
----------------	----------

	£
Total income	741672
Total expenditure	744429
Expenditure per pupil	1909
Balance brought forward from previous year	53739
Balance carried forward to next year	50982

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	404
Number of questionnaires returned	202

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	4	1	0
My child is making good progress in school.	44	46	3	0	6
Behaviour in the school is good.	44	49	3	0	4
My child gets the right amount of work to do at home.	25	56	11	3	3
The teaching is good.	59	35	1	0	5
I am kept well informed about how my child is getting on.	28	50	16	2	3
I would feel comfortable about approaching the school with questions or a problem.	56	33	8	2	0
The school expects my child to work hard and achieve his or her best.	61	37	0	0	2
The school works closely with parents.	34	46	14	3	3
The school is well led and managed.	55	42	1	0	1
The school is helping my child become mature and responsible.	41	51	1	0	6
The school provides an interesting range of activities outside lessons.	26	44	21	3	5